

CHAPTER I

INTRODUCTION

A. Background of the Study

In education there are many important components. Which should be prepared to improve the quality of education in a country. One of the components is the curriculum. Curriculum is a structured series of intended learning outcome (Johnson, 1967: 130). All of schools in Indonesia also need to use the curriculum to achieve the goals of education in schools. There are many name or type of curriculum in Indonesia. Whatever its name, it describes the ground which pupil and teacher cover to reach the goal of education (Brubacher, 1978: 155).

It is known that curriculum is one of the important components for the education. So, in teaching learning process, the teachers need a curriculum to help in the instructional process. Because in the curriculum there are points or plans from the teachers for one of learning or material. It consists of learning objectives, contents, learning processes, method, media, resources, and means of evaluation. Despite importance, not all teachers understand the curriculum implemented. If the teachers do not understand knowledge of curriculum, they will find problems to implement the curriculum in learning process.

All of teaching learning process requires the curriculum as planning in teaching. One of them is in teaching learning English. English is an international language, since English has an important role in all sectors in the world. There are many material at schools in Indonesia, one of material is English. The students who study English do not only master of grammar or vocabulary but also master the four language skills in English. They are listening, speaking, reading, and writing. Since English is a foreign

language in Indonesia, many students think that English is very difficult. In fact, many students who do not like with this lesson. However, still there is a way to learn English. One of them is the students need a strategy or technique in order to master the skills well. The teachers can help students to realize the right learning strategy.

However, the fact still shows that the students still have difficulty in understanding English. To develop the education in Indonesia, the central government has developed the newest curriculum namely the 2013 curriculum. According to *Permedikbud No. 68 tahun 2013* the 2013 curriculum is developed to prepare the Indonesia in order to have the ability to live as individual and citizen that is faithful, productive, innovative, affective, and able to contribute in the social life, nation, country, and the world civilization.

Actually, the new curriculum (the 2013 curriculum) is not a replacement of the previous curriculum but this is the result of curriculum development in Indonesia. According to *Kemendikbud* (2014: 4) the development of the 2013 curriculum is the next step of developing of curriculum based on the competency that is started since 2004 and *KTSP* 2006 which focuses on building cognitive, affective, and psikomotor. So, the teachers and students must adaptation with the new situation of learning process in accordance with the procedures of the 2013 curriculum. This is the real effect of the frequent change of curriculum in Indonesia. One of new situations is the students more active rather than the teacher.

Conceptually, the 2013 curriculum is clearly very significant development and this development is certainly meant to make education better. The 2013 curriculum is very different from the previous curriculum (the 1975, 1984, 1994 and 2006 curriculum) in Indonesia. Because, the 2013 curriculum put more emphasis on the involvement of the students in the learning process. There are some fundamental development in the 2013

curriculum, they are mindset, material, process, and adaptation. While, in the learning process there are three points to get score, they are attitude, knowledge, and skills. Besides, the 2013 curriculum put the emphasis on modern pedagogy dimension in learning, namely using a scientific approach. Scientific approach can help students to give experience in learning process, because the students will be more active.

Meanwhile, there are some reasons of scientific approach implementation in 2013 curriculum. The first, scientific approach is an effort to help the teachers to give more experience for all of students in education. The second, scientific approach in 2013 curriculum is as a new approach to make the school effective, productive, and better. The third, scientific approach is as approach which can make students better in education. But, not just education, however, will be make students better in attitude, knowledge, and skills. The fourth, scientific approach is an approach of a 2013 curriculum to empower the schools and unit of schools by giving a procedure to realize about the school's vision, the school's mission, and the goals of school based on their own potencies, the demand, and the needs.

Actually, scientific approach is very good approaches to students. This approaches can help the students give a new experiences in education. With the classroom teacher in mind and both are concerned with the teaching of foreign languages by what is termed variously the audio-lingual, the audio-visual, or the scientific approach and making due allowance for degree of maturity, emotional factors, and motivation (<http://bit.ly/1GxeNsF>). Scientific approach can make the students better in terms of maturity, emotional factors, and motivation. In the 2013 curriculum explicitly claims that scientific approach is a approaches to better the quality of teaching and learning in Indonesia.

However, the realization about the implementation of scientific approach in 2013 curriculum is not easy. The teachers must master this approach to materialize in the learning process, because the task of the teachers is to introduce and help to all of students to apply scientific approach in learning process. Although it is very difficult, scientific approach is one of good approaches. The 2013 curriculum explicitly claims that scientific approach is a approach to better the quality of teaching and learning in Indonesia. There are five steps in scientific approach involved in its implementation they are observing, questioning, experimenting, associating, and networking.

In SMK Muhammadiyah 1 Sukoharjo, there are many students who are very confused to understand English. Furthermore, the learning strategies used by the students are not appropriate. When the teacher present the material many students are bored or not focused on the lesson. It is also as one of the reasons that cause difficulties for the students in comprehending the English. Even, there are some students who are afraid or do not like English. It becomes the reason why they lose interest in studying English. Sometimes, the students try to learn English or try to be familiar with English. But, when they go back to the learning process in teaching English, the students fail to master English material. In addition, some of students also have low motivation to learn English.

To get a good achievement for English subject, students need perseverance and patience in learning it since most students regard that it is a difficult subject. In this case, the teacher must help students to give material about English. That is why teacher's help is absolutely needed to increase their achievement. The teacher should master the 2013 curriculum, so that in the learning process the students are interested in the new teacher's strategy.

In this research, the researcher is interested in observing the activities in English learning process and also to know the implementation of scientific approach in teaching

learning English to senior high school at SMK Muhammadiyah 1 Sukoharjo. SMK Muhammadiyah 1 Sukoharjo is one of the schools in Indonesia which has implemented scientific approach of the 2013 curriculum since 2013. SMK Muhammadiyah 1 Sukoharjo is located on Jl. Anggrek No. 2 Sukoharjo 57511 Jawa Tengah.

B. Limitation of the Study

The researcher limits this study on the implementation of teaching learning English using the scientific approach and the problem focused on the teaching learning process at the first grade of class TKJ 1 of SMK Muhammadiyah 1 Sukoharjo.

C. Problem Statement

Based on the background of the study, the researcher identifies the following problem. In this case the problem statement can be formulated as follows:

1. How is the implementation of scientific approach for teaching learning English in SMK Muhammadiyah 1 Sukoharjo? This general questions is specified into subsidiary research questions as follows:
 - a. What is the objective of teaching learning English ?
 - b. What is the materials for teaching learning English?
 - c. What is the methods applied in teaching learning English?
 - d. What is the technique in teaching learning English?
 - e. How is the procedure of teaching learning English?
2. What is the students' opinions on the approach in teaching learning English?

D. Objective of the Study

Based on the problem statement, the researcher has following objective, of this research as follows:

1. To describe the implementation of scientific approach of teaching learning English at SMK Muhammadiyah 1 Sukoharjo, especially, to describe:
 - a. the objectives in teaching learning English.
 - b. the materials for teaching learning English.
 - c. the methods in teaching learning English.
 - d. the technique in teaching learning English.
 - e. the procedure in teaching learning English.
2. To describe the students' opinions on the approach in teaching learning English.

E. Significance of the Study

The researcher hopes that this study can give contribution to the development of education. After analyzing the problems, the researcher would like to get practical and theoretical significance as follows:

1. Practical Significance
 - a. For students, it will give an experience and clear explanation how to the implementation of scientific approach in English learning process. That can give motivation to English learn with the new situation learning process.
 - b. For the teachers, it will give information the English teacher about the implementation of scientific approach in English learning process. It consists of observing, questioning, experimenting, associating, and networking.

2. Theoretical Significance

- a. For the other researchers, this result of this research can be used as reference for those who want to conduct a research in the implementation of scientific approach in teaching learning English.
- b. For the other writers, they can get the larger knowledge and new experience about the implementation of scientific approach, especially the implementation of scientific approach in teaching learning English.
- c. For the readers, they will get a large knowledge and new information about this result of this research.

F. Research Paper Organization

The researcher organizes this research paper into five chapters.

Chapter I is introduction. It includes of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It discusses previous study, teaching English which covers notion of teaching English and teaching technique, scientific approach which covers notion of scientific approach, the principles of scientific approach, scientific process, and scientific approach as teaching method, the 2013 curriculum which covers notion of the 2013 curriculum, characteristic of the 2013 curriculum, aim of the 2013 curriculum, and scientific approach in Indonesia.

Chapter III is research method. It consists of type of the research, setting of the research, subject of the research, object of the research, data and data source, method of collecting data, technique for analyzing data.

Chapter IV is research finding and discussion. In this chapter the researcher will describe the implementation of scientific approach for teaching learning English in SMK Muhammadiyah 1 Sukoharjo and the students' opinions on the approach.

Chapter V is conclusion and suggestion. The last chapter that is followed bibliography, virtual references, and appendix.